

EVERY STUDENT, EVERY SCHOOL LEARNING AND SUPPORT CONFERENCE

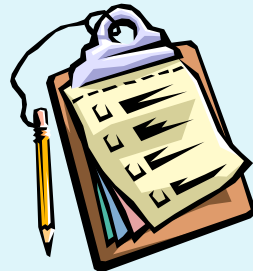
Sydney Region Student Services
6 September 2012

Focus on Mental Health and Behaviour



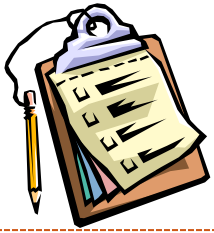
WHERE TO START WORKSHOP

Tools for gathering information



Caterina Robertson

AP Learning and Support, St Peters Office

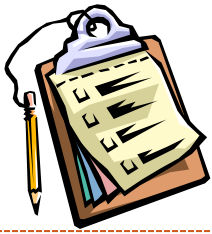


Tools for gathering information

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Student Profiles: Why?

- “User Guide”
- Information to assist staff in student management
- Consistent (casuals, new staff)
- Easy to share
- Variety of reasons- ASD, Behaviour, LD, MH, Hearing, Vision, Health, etc.

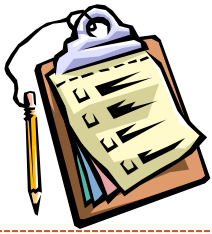


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Student Profiles: What?

- Name, age, class
- Strengths
- Potential issues
- Triggers, stress signals
- Strategies that work
- Motivators/incentives
- Other information that may be relevant
- No confidential or sensitive information

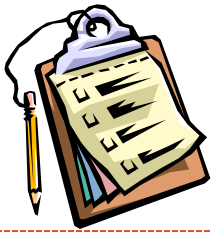


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Student Profiles: How?

- Observations (by you or colleague)
- Other staff members (previous teacher, LST)
- Record card
- School records (attendance, suspension, etc)
- Student interview
- Parent interview
- Specialist services/agencies
- School Counsellor

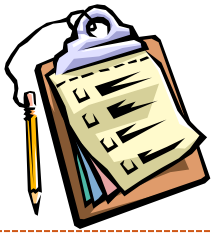


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Behaviour Management Plans: Why?

- Systematic plan in response to an assessment of student behaviour and progress
- Co-ordinated approach
- Uses available resources to address an agreed difficulty/concern
- Whole school acknowledgement and responsibility
- Disability Discrimination Act

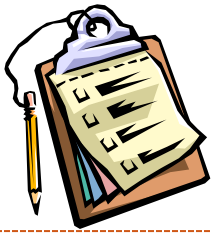


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Behaviour Management Plans: What?

- A plan of interventions to assist a student with identified behavioural needs
- Embedded in planning for all students
- Positive in tone
- Recognises strengths
- Emphasises social learning
- Has input from student and parent
- Recognises that new behaviour needs time for consolidation and generalisation
- Communicated to all relevant stakeholders
- Regular review

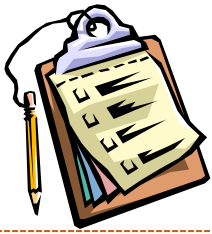


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Behaviour Management Plans: How?

- Identify those behaviours which are causing the most:
 - Safety concerns
 - Disruption in class
 - Distress to other students and adults in the school
 - Distress to, or inhibiting the learning of, student in question
- Describe in terms of:
 - What the student actually does
 - Context in which the behaviour occurs
 - Consequences of the behaviour



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The Role of Rules

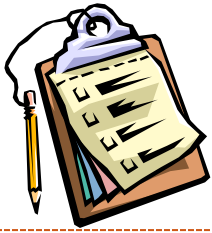
Ensure that the student knows the rule/expectation governing the behaviour of concern

Many rules/expectations are implicit rather than explicitly stated and, with young children in particular, it should not be assumed that they are clear about the meaning

Behaviour problems will be minimised in circumstances where the rules/expectations are clear, and where other students are behaving well and are acknowledged for doing so

In order to achieve this:

- ensure that class rules/expectations are clearly displayed, regularly referenced and often discussed
- classroom routines should reflect these rules/expectations
- ensure that rules/expectations are being internalised and acted upon by being consistent about reinforcing them (if, for example, the stated classroom routine is for students to put up their hand when they want attention, ensure that they do not have more success by calling out)

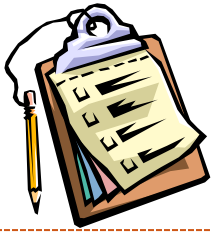


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Risk Assessment and Management Plans: Why?

- Some student behaviour can present a hazard to the health and safety of:
 - the student
 - other students
 - staff
- A systematic and documented approach improves outcomes for students by ensuring that reasons for their behaviour are addressed
- Risk assessment allows the most appropriate use of resources, timely action, consistent processes and clear communication

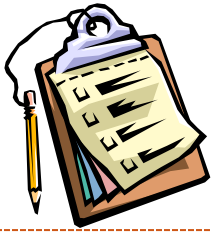


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Risk Assessment and Management Plans: What?

- A risk management plan is a plan of interventions to improve school safety by identification of strategies to address a student's needs in their whole school context
- A risk management plan is developed in conjunction with a risk assessment
- A behaviour management plan may be a risk control measure identified by the risk management process.



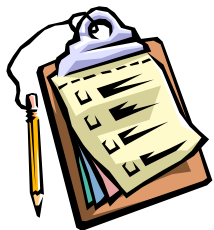
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Risk Assessment and Management Plans: How?

The following tools provide step by step assistance through the risk management process:

- Analysis and prompt sheet
- Risk management plan proforma



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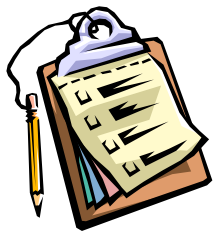
A-B-C Chart

Student's name: _____ School/site: _____

Observed from ____/____/____ to ____/____/____ Completed by: _____

Behavior of concern: (be specific and clear) _____

Date/Start & end time	A=Antecedent: Location, activity, people, etc.	B=Behavior: What did the child do?	C=Consequence: What happened after the behavior	Observer Initials:



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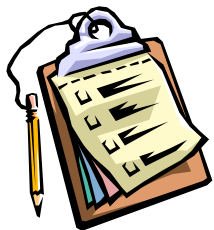
ISTB ASSESSMENT: CLASSROOM OBSERVATION

Client: _____ School: _____

Date: _____

Mins	On Task	Calls Out	Teacher 1-1	Out of Seat	Interaction with Peers		Comments
1							
2							
3							
4							
5							
6							
7							
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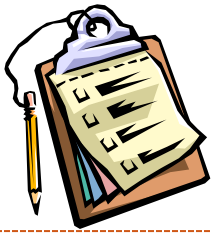
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Scatterplot for the Playground

Student: _____ **Observer:** _____
School: _____ **Year:** _____
Teacher: _____
Time observed: _____ **Intervals:** (eg, 30 secs)
Code: A = Appropriate Behaviour
 B = Verbal Aggression
 P = Physical Aggression

Interval	Dates Observed			Total			Percentage		
				A	V	P	A	V	P
1									
2									
3									
4									
5									
6									
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29									
30									
Daily Totals									
A									
V									
P									

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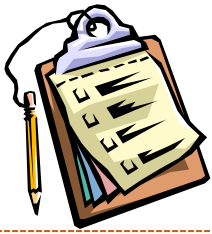
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Reviews

For the ongoing effectiveness of student plans, the school must factor in regular monitoring and review meetings, and include student and parent/s in this process where possible

Consider:

- Has anything changed? What? How?
- Is the student being acknowledged for effort?
- Are identified behaviours still present?
- Are new behaviours being demonstrated?
- Are strategies being implemented consistently?
- Are alterations to the plan needed? What? How?



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Case Study Activity

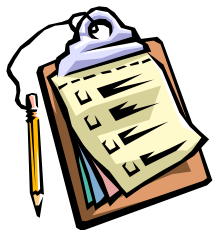
Work alone or with a colleague/s

Think of a student you know (or use the case study provided)

Complete at least one of the sample templates to draft a:

- **Student Profile**
- **Behaviour Management Plan**
- **Risk Management Plan**

Share your plan/s with the whole group at the end of our session



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Plenary

Please complete evaluations... your comments will guide future PL offered

Current Sydney Region PL:

- ESES Conference Days (Autism, Technology, Speech & Language)
- Online Courses (Behaviour, Autism, Dyslexia, Sp & Lang, Motor Co-ord)
- NCI and NCI/ASD training
- Positive Partnerships
- Regional LaST Network Meetings
- Regional LST Network Meetings
- WIKI: sreseslast

Thank You!